



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2008-09**

School Stevens Middle School
Principal Chuck Lisk

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-12-09	2-09-09
<input type="checkbox"/> Report 2	4-13-09	5-4-09
<input type="checkbox"/> Report 3	6-19-09	7-13-09

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: 73% of 7th grade and 76% of 8th grade students passed the Fall DRP or DRA[®]. Grade 7 and 8 mini-assessments are being revised to correlate with the difficulty level of the WASL. 54% of grade 7 and 67% of grade 8 students passed the first CQI mini-assessment. Strong emphasis on non-fiction during fall instruction. Progress in using student work to improve instruction.

Objective 1.2: 28% of grade 7 students met standard on fall writing assessment. Use of mentor texts utilizing reading as a teaching tool for writing has improved instruction. Writer's workshop strategies gained during summer professional development resulted in stronger voice in student writing. Continued use of Ralph Fletcher strategies to engage boys in the writing process.

Objective 1.3: Both grades scored higher than the state in math. 76 % of the grade 7 and 68% of the grade 8 students met standard on the first four CQI assessments. Use of flex time, LAP, and inclusion support programs has been effective for supporting struggling students. 79% of the students on the bubble team are meeting the math standards on unit assessments.

Objective 1.4: Grade 8 grade WASL scores were 14 points above the state percentage. CQI assessment on Micro-life was created for 8th grade. 71% met standard. 68% of grade 7 students met standard on the chemistry assessment. Laptop lab assigned to science has been effective for research, observations, and writing conclusions. 67% of bubble team met standard on Micro-life.

Key Barriers To Progress (incl. relevant problem solving steps)

Objective 1.1: Large number of level 1 readers in class creates a broad spectrum of reading abilities, creating challenges for teachers to diversify their lessons. Struggling middle school students resistant to using non-fiction text for classroom lessons. Para-educators lack specific training in reading process and lack training for working individually with students.

Objective 1.2: Large number of level 1 writers in class creates a broad spectrum of writing abilities, creating challenges for teachers to diversify their lessons. Struggling middle school boys resistant to using voice and elaboration in essays. Para-educators lack specific training in writing process and lack training for working individually with students.

Objective 1.3: Test Maker CD does not work; arranging for a new CD and training. Large difference in ability levels; adjusting schedule and tutoring options should help. Not having after-school transportation eliminates after-school tutoring options for some students. Continuing changes in terms and targets used by the Superintendent of Public Instruction makes continuity difficult.

Objective 1.4: Some special education students are struggling with the inclusion model and lack of para-educator support. Staff adjusted some student schedules and created a new section of science. Continuing changes in terms and targets used by the Superintendent of Public Instruction makes continuity difficult.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
<p>Objective 1.1: Specific training for para-educators to work effectively in individual and small group settings with struggling students. Focus of training needs to be teaching strategies used by classroom teachers who are getting the support. Assistance in creating grade 7 and 8 reading calendars with identical focus areas and standards that are grade appropriate.</p>	<p>Objective 1.1: <i>READ180</i>[®] support for level 1 students to reinforce fundamentals as well as work on comprehension. Further improvements made to mini-assessments. Use of social studies texts for reading assessments and daily assignments.</p>
<p>Objective 1.2: Specific training for para-educators to work effectively in individual and small group settings with struggling students. Focus of training needs to be in the teaching strategies being used by classroom teachers who are getting the support. Assistance in using Washington State History text for mini-assessments.</p>	<p>Objective 1.2: <i>READ180</i>[®] support for level 1 students to reinforce fundamentals of writing structure and conventions through <i>Step Up to Writing</i> program and process. Remediation and tutoring programs adjusted due to unexpected departure of AmeriCorps members in October; replacements hired in December.</p>
<p>Objective 1.3: Training on the Test Maker CD and hands-on aspects of new texts would assist with remediation, alignment of assessments with math standards and vary instruction for students.</p>	<p>Objective 1.3: Use of AmeriCorps staff for tutoring has slowed due complete change of staff.</p>
<p>Objective 1.4: None at this time.</p>	<p>Objective 1.4: Creation of a science section for special education life skills students.</p>

Summary Student Internal Accountability System Performance Data to Date (2007-08 is end-of-year data; 2008-09 is year-to-date data)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
7	696	92.3	93	5	0	15	7	195	97.30%	15	0	0	3
8	1,094	91.2	139	6	1	29	8	139	97.95%	23	0	1	7

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	Reading					Reading				
	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Reading Level	District Benchmark	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Reading Level	District Benchmark
	7	77%	72	6.0	48%	7	77%	71	5.8	64%
	8	84%	56	7.0	❖	8	76%	65	6.3	75%
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Science Winter Benchmark (percent of students at standard)	Writing				Science	Writing				Science
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	7	52%	19%	n/a	00%	7	28%	27%	❖	52%
	8	❖	38%	67%	00%	8	❖	69%	❖	71%
Classroom-Based Assessments (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Classroom-Based Assessment				Math	Classroom-Based Assessment				Math
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	7	82%	74%	Pilot	44%	7	⊕	⊕	⊕	47%
	8	72%	Pilot	Pilot	17%	8	⊕	⊕	⊕	37%

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2008-09 assessment plan.

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • Mentor text training for all LA teachers. (1.2) (2.1) • Sharing student work and effective lesson plans for CQI focus areas (1.1,2,3,4) • Rewriting mini assessments to make them reflect the standards, vocabulary and level of the state assessment. (1.1,2,3,4) (2.1) • Scoring and reviewing of the mini assessments to determine best practices for teaching, scoring, reviewing and remediation. (2.1) • Reviewing peer observations to determine best practices for content and methodology of focus areas. (1.1,2,3,4) (2.1) • Math and science staff attended state and national conferences. (2.1) 	<p>Training in the use of mentor texts to teach writing in conjunction with reading texts was identified as a support need during summer collaboration. During the first semester, collaboration areas follow a calendar established by Language Arts team. Sharing student work and lesson plans has been particularly beneficial for teachers who are new to content area. Science and math staff shared what they learned at the conferences with the rest of the department, model lessons through observation process and continue to work effectively at raising the instructional and learning standards for staff and students.</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • 7 students spoke at the board meeting explaining various school programs. 3.1 Opening day, Drug Awareness, Veterans Day and spirit assemblies have been designed and lead by students with staff and parent participation. (3.1) • New attendance with goal setting involving parents and students took place in August and continues with monthly follow ups. (1.5) (3.1) • 307 student earned gold or silver honor roll status first quarter. Excellent turn out at the first Gold honor roll breakfast on Nov. 26 by students and family members. (3.1) • Seminar project night on Nov. 24 was attended by more than 75 parents. (3.1) 	<p>Parents have had strong participation in school programs, site team, PTO, and parent conference. Their input is always valuable and sought out on how we can improve the academic and social growth of our students. Student leadership in the classroom, community, and organization of school programs has been outstanding. We continue to raise the bar for student engagement for design and implementation of school programs. Their work on the Veterans day, Drug Awareness assemblies and school food drive for the Salvation Army was outstanding. Parent support through conferences, use of Skyward® and attendance goals is increasing the academic effort for Stevens' students.</p>
Summary Analysis of <i>Transition Culture & Climate Implementation Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Two students for each ASB office were elected to increase student participation. (1.6) • Frequent staff social events take place each month the food is great! (1.6) • Approximately 23 parents attended the Denny McLaughlin presentation (3.1) (1.6) • PTO and site team have been active in positive school climate activities(3.1) • Six after school clubs engage approximately 100 students in a variety of personal and community activities. (1.6) • Students are wearing their team shirts with at school functions demonstrating school and team pride. (1.6) 	<p>The transition is not from two schools to one but rather from one grade level to the next. We are one school with a multitude of activities for students, staff and parents to participate in to build rapport, confidence and support. Departments and teams are communicating and effectively making educational decisions to improve student learning. Students and staff are grabbing on to the leadership opportunities available in clubs, ASB, and on their teams to design activities that they enjoy and make SMS their school. The climate at SMS for students, staff and parents is positive and challenging with ownership being developed at every level.</p>

This summary will serve as a cover page to the *Action Plan* sections of the CSIP for each school.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Grades 7, 8 above state rate; grade 7 5% increase, 5% gap between boys, girls; 10% gap for low income students. Grade 8 8% increase, gap of 20% between Native American, low income students and all students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	WASL scores will increase to at least the Adequate Yearly Progress target; goal is grade 7 75%, grade 8 77%, and close gaps by 10 points.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize 2008 WASL data, work in small groups to drive instruction, adjust the calendar and CQI model for 2008-09.	Aug. 2008 Wed late starts in Sept. Oct. 10 LID	Language Arts Staff	Administration	<input checked="" type="checkbox"/>	Quality work completed and being used daily
Remediation time after each mini-assessment to re-teach reading strategies for students not meeting standard; ELT, flex, or in-class.	Oct. 2008 – and following each assessment	Language Arts Teachers	Language Arts Staff, Administration	<input checked="" type="checkbox"/>	Each team provides multiple remediation opportunities
Quarterly peer observations to gain ideas for methodology and content for observers and provide feedback for observed teachers.	Once per quarter	Language Arts Teachers	Language Arts Teachers, Administration	<input type="checkbox"/>	All but two teachers have participated
Use of reading text that intentionally focuses on calendar (focus) areas; followed by the assessment analyzed by the dept. to adjust instruction.	Use of Wed. late start dept. time to collaborate and work together	Language Arts Teachers	Administration, Language Arts Departments	<input type="checkbox"/>	On going
Inclusion model for majority of IEP students with special education support, AmeriCorps, para-educator, staff assistance for Title I, 504.	Sept. 2008 students placement will vary with needs	Special Education, Language Arts, and Title Staff	Team Leaders, Administration	<input checked="" type="checkbox"/>	Effective for 60% of all special education students

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DATA ANALYSIS	Grades 7, 8 above state rate; grade 7 5% increase, 5% gap between boys, girls; 10% gap for low income students. Grade 8 8% increase, gap of 20% between Native American, low income students and all students.				
STRATEGY	Continued				
EVIDENCE OF ACHIEVEMENT	WASL scores will increase to at least the Adequate Yearly Progress target; goal is grade 7 75%, grade 8 77%, and close gaps by 10 points.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Review student work samples (high, low, bubble), lesson plans for focus topics among Lang. Arts staff during Wednesday department time.	Sept. and one Wed per month during Department time.	Language Arts Staff	Administration, Team Leaders	<input type="checkbox"/>	Effective at maintaining standards in department
Creation of Lang. Arts three sections, 50 grade 7, 25 grade 8 who narrowly missed standard; work in class; provide targeted instruction.	August – Sept. Identify students.	Counselor, Language Arts Staff, Elementary Teachers	Administration, Team Leaders	<input checked="" type="checkbox"/>	Team “Fever” is working hard and maximizing instru.
Use of texts that appeal to boys to increase their interest in reading. Staff will identify materials for each calendared unit.	Materials identified two weeks prior to the start of each unit.	Language Arts Staff , Administration	Site Team, Administration	<input type="checkbox"/>	Being done with each unit and boys are more engaged
Test talks with student following mid-year benchmark assessments and prior to the WASL.	Jan. 2009 Apr. 2009	Language Arts, Math, Science, Administration	Administration	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Grade 7 WASL above state, increased 12 points from 2006-07; gap of 24 points between boys and girls, 12 points between lower income and all other students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction. Increase the amount of writing with specific feedback. Use additional writing materials to target groups and skill areas.				
EVIDENCE OF ACHIEVEMENT	WASL scores will increase to at least Adequate Yearly Progress target; goal is grade 7 82.5%; close achievement gaps by 10 points between boys and girls; close the gap by 5 points for lower income students.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize 2008 WASL data, work in small groups to drive instruction, adjust the calendar, CQI model for 2008-09.	Aug. 2008 Wed late starts in Sept. Oct. 10, LID	Language Arts Staff	Administration	<input checked="" type="checkbox"/>	Quality work was done and being used daily
Review student work samples (high, low, bubble) and lesson plans for focus topics among Lang. Arts staff during Wednesday department	Sept. 2008 and one Wed per month during Department time	Language Arts Staff	Administration, Team Leaders	<input type="checkbox"/>	On going and effective at maintaining dept. standards
Increase use of <i>Step Up to Writing</i> [®] and Atwell strategies for voice. Department will review strategies during department time on Wed.	Wed. emphasis on <i>Step up to Writing</i> [®] starting in Oct. 2008	Language Arts Staff	Administration, Language Arts Staff	<input checked="" type="checkbox"/>	<i>Poem a Day</i> text is being used regularly
Test talks with students following mid-year bench mark assessments and prior to the WASL.	Jan. 2008 Apr. 2009	Language Arts, Math, Science Staff	Administration	<input type="checkbox"/>	
Emphasis of conventions will take place with one on one feedback with students on major writing assessments.	Following all major writing projects	Language Arts Staff	Administration, Site team		On going with each writing assessment

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DATA ANALYSIS	Grade 7 WASL above state, increased 12 points from 2006-07; gap of 24 points between boys and girls, 12 points between lower income and all other students.				
STRATEGY	Continued				
EVIDENCE OF ACHIEVEMENT	WASL scores will increase to at least Adequate Yearly Progress target; goal is grade 7 82.5%; close achievement gaps by 10 points between boys and girls; close the gap by 5 points for lower income students				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Inclusion model for majority of IEP students with special education class support, Ameri-Corps, para-educator assistance for Title I, 504.	Sept. 2008 – June 2009	Special Education, Language Arts Staff	Team Leaders, Administration	<input checked="" type="checkbox"/>	Is assisting at raising standards for all students
Increase the use of instruction of conventions through students’ writing.	Sept. 2008 – Mar. 2009 through daily writing reviews	Language Arts Staff	Team Leaders, Administration	<input type="checkbox"/>	This is a focus of each major writing assignment
Quarterly peer observations to gain ideas for methodology and content for observers and provide feedback for observed teachers.	Once per quarter	Language Arts Teachers	Language Arts teachers Administration	<input type="checkbox"/>	On going and effective for modeling instr. strategies.
Use of mentor texts that models the type of writing being explored by students.	Oct. 2008 – Mar. 2009	Language Arts Staff	Grade 7 Team, Administration	<input type="checkbox"/>	Implementing skills from fall training w/Krista Chatters
Create three Language Arts sections, 50 grade 7, 25 grade 8 who narrowly missed standard, work in class; provide targeted instruction.	Aug. 2008 – Sept. 2009	Counselor, Language Arts Staff, Elementary Teachers	Administration, Team Leaders	<input checked="" type="checkbox"/>	Team “Fever” is working hard and maximizing instr.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Grade 8 WASL scores increased 2.6%, grade 7 increased 1.2%; both grades above the state average; gaps of 15% between low income and all students; minimal gaps between boys, girls or Native American students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction; increase hands-on math opportunities for students.				
EVIDENCE OF ACHIEVEMENT	WASL scores will indicate growth to at least Adequate Yearly Progress target; goal is to close gap by 5 points; 65% of grade 8 students and 66% of grade 7 students will meet the state standard.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize our WASL data, work in small groups to drive instruction in the CQI model for the school year in math.	Aug. 2008 Review. Sept. 2007 – Mar. 2009 CQI work	All Staff	Administration	<input checked="" type="checkbox"/>	Quality work was done and is being used daily
Peer observations each semester to provide feedback, observe instructional strategies and use of math methods ... especially hands-on.	Oct. 2008 – Apr. 2009	Math Staff	Math Staff, Administration	<input type="checkbox"/>	On going and effective for modeling instr. strategies
Create three math sections; 50 grade 7, 25 grade 8 who narrowly missed standard, work in class; provide targeted instruction.	Aug. 2008 – Sept. 2008	Counselor, Math Staff, Elementary Teachers	Administration, Team Leaders	<input checked="" type="checkbox"/>	Team “Fever” is working hard and maximizing instr.
Use of AmeriCorps, special education staff and Native American Interventionist to assist student through inclusion and tutoring process.	Sept. 2008 will change each assessment and student needs.	Math, Special Education, AmeriCorps Staff, Native American Interv.	Team Leaders, Administration	<input checked="" type="checkbox"/>	Multiple tutoring opportunities are available
Create small group remediation through math classes for those students who are not meeting math expectations; ≤70% on assessments.	Sept. 2007 – June 2008	Grade 7, 8 Math Team, Remediation Teachers	Administration	<input type="checkbox"/>	On going and re-established after each assessment

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Continued				
STRATEGY					
EVIDENCE OF ACHIEVEMENT					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Test talks with students following mid-year bench mark assessments and prior to the WASL.	Jan. 2009 Apr. 2009	Language Arts, Math, Science Staff	Administration	<input type="checkbox"/>	Will start in February
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	WASL data indicated a 4% decrease in students meeting standard in science, but 13% higher than the state average; a gap of 35% for lower income students compared to all students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	WASL scores will indicate growth to reach Adequate Yearly Progress target; 70% of students will meet standard; gaps will close by 10 points.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize, and prioritize WASL data, work in small groups to drive instruction in the CQI model for the school year in science.	Aug. 2008 Review. Sept. 2007 – Mar. 2009 CQI work	All Staff	Administration	<input checked="" type="checkbox"/>	Quality work was done and being used daily
Revision of assessments and templates to align with state expectations and provide clear examples for students to practice.	Wednesday department meetings and time provided by the State	Science Teams	Administration, Assistant Superintendent	<input checked="" type="checkbox"/>	Grade 7 revised, grade 8 created first unit assess't
Peer observations each semester to provide feedback, observe, instructional methods and use of science materials.	Nov. 2008 Feb. 2009	Science Staff	Team Leaders, Administration	<input type="checkbox"/>	On going and effective for modeling instr. strategies
Create three sections of science; 50 grade 7, 25 grade 8 who narrowly missed standard and work in class; provide targeted instruction.	Aug. 2008 – Sept. 2008	Counselor, Science Staff, Elementary Teachers	Administration, Team Leaders	<input checked="" type="checkbox"/>	Team "Fever" is working hard and maximizing instr.
Visit districts whose students scored higher, and National Science Conference to enrich classroom experiences.	Nov. 2008 Feb. 2009	Science Staff	Administrator, Science Staff	<input checked="" type="checkbox"/>	Seven science staff attended the national conference
Test talks with students following mid ear benchmark assessments and prior to the WASL	Jan. 2009 Apr. 2009	Language Arts, Math, Science Staff	Administration	<input type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	Data indicate that 55.3% of students passed all three sections of the 8th grade WASL.				
STRATEGY	Increase awareness of support and alternatives to dropping out and use CQI process.				
EVIDENCE OF ACHIEVEMENT	Increase of students meeting all three sections of the 8th grade WASL to 60%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Increase awareness of Skills Center programs to students by having selected students attend a monthly function.	Oct 1, Nov.5 , Dec. 3, Feb. 4, Mar.4, June 3.	NOPSC Director, Administration	Administration	<input type="checkbox"/>	Three tours conducted
35 grade 6, 7 students with highest absence rates will meet monthly with administrative and support staff to establish, maintain attendance goals.	Aug. 20, 25. Then monthly	Administration	Administration, Site Team	<input checked="" type="checkbox"/>	51 students have improved attendance as of Jan.
Teacher-student conferences regarding academic progress and goal setting based on progress reports during ELT and flex time.	Oct. 2, Dec. 10, Mar. 4, May 13	All Staff	Administration	<input type="checkbox"/>	On going
Maintain advisory opportunities through ELT and flex time and use of team collaboration period to meet with students and parents.	Sept. 2007 – June 2008	All Staff	Team Leaders, Departments, Site Team	<input type="checkbox"/>	Effective for parent conf. & building rapport w/students
AmeriCorps staff will organize an after-school tutoring program for struggling students.	Oct. 2007 – June 2008	AmeriCorps, Counselor, Administration	Administration, Team Leaders, Site Team	<input type="checkbox"/>	Not as many students as planned due to staff issues

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	CEE data (2006-07) indicate 40% of staff feels there is effective collaboration/communication and 70% feel there is a supportive learning environment.				
STRATEGY	Create more opportunities for collaboration and group decision making.				
EVIDENCE OF ACHIEVEMENT	Increase in percent of staff that feels there are high levels of collaboration/communication to 75% from CEE.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Increase social opportunities both at and away from school for all staff: BBQ, staff luncheons, staff birthday, Friday morning socials.	Aug. 2008 – June 2009	Team Leaders, Administration	All Staff	<input checked="" type="checkbox"/>	Multiple staff socials are in place & attended
Refine the decision making processes of site team and the purpose of the team. Implement the process. Review the process.	Aug. 28 to be reviewed by staff in May	Transition Team, Administration, Site Team	All Staff	<input checked="" type="checkbox"/>	Completed during August work days
Clear communication using Wed. late starts, team leader Tues., site team and grade level teams to voice concerns and appreciations.	Wed. Late Starts. 4th Wed is for Site Team others Dept./Grd./Staff	Site Team, Team Leaders, Grade Level Teams, Administration	All Staff	<input checked="" type="checkbox"/>	Multiple communication opportunities for all staff
Increase collaborative time within departments through Wed. late starts, Aug. days, during 21 min. ELT time for enrichment staff.	Aug. 26, 27,28 Sept. 2007 – June 2008	Department, Grade Level Teams	Administration, Team leaders	<input checked="" type="checkbox"/>	Minimum of 2 but usually 3 per month
Para-educator meeting every Monday at 9:30 a.m. for collaboration, problem solving, and decision making.	Mondays	Para-educators and Administrators	Administrators and Site Team	<input checked="" type="checkbox"/>	Effective for communication for staff and adm.

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Using CEE data 2007-08) 90% staff feels there is effective collaboration/communication.				
STRATEGY	Create more collaborative time for department and team meetings.				
EVIDENCE OF ACHIEVEMENT	Schedules at end of year will indicate an increase of collaborative time.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly scheduled all staff meetings will be established for large group collaboration.	Monthly through out the year	Administration	Site Team	<input type="checkbox"/>	On going but we missed December
Time will be set aside for collaborative work on the district Learning Improvement Days.	Oct. 2008 Mar. 2009	Administration	All Staff	<input type="checkbox"/>	October afternoon was for dept. and team collaboration
August staff days will have at least ½ day for team or department collaboration.	Aug. 27 Aug. 28 Aug. 29	Administration, Site Team	Site Team	<input checked="" type="checkbox"/>	Effective work competed each day
Two or more Wednesday late starts during the month will be dedicated to department time.	Wednesday Late Starts	Administration, team Leaders	All Staff	<input checked="" type="checkbox"/>	Minimum of 2 but usually 3 per month
Daily team time for core staff is established to collaborate on students, instruction, assessment, inclusion model and meet with parents.	Sept. 2008 42 minutes daily for core staff collaboration and work	Math, Language Arts, Science Teams	Administration, Team Leaders	<input checked="" type="checkbox"/>	Effective collaboration that is improving instruction

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Multiple staff development opportunities were available for every teacher (2007-08 CSIP).				
STRATEGY	Create more opportunities for staff to participate in powerful learning experiences.				
EVIDENCE OF ACHIEVEMENT	Increase the amount of professional development/collaboration available for all staff.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Science kit training will take place for all science staff prior to instructing the unit.	October and before each new unit	OESD, Science Staff	Science Department, Administration	<input checked="" type="checkbox"/>	On going with each unit
Advanced <i>Step Up to Writing</i> [®] training will be provided for all language arts staff.	Dec. 2008	Melissa McBride	Administration	<input type="checkbox"/>	Moved to February
Various science staff will attend National Science Conf., SALT, Science Education Experts (through OSPI), and share results with the dept.	Oct. 2008 – Feb. 2009	Science Department	Administration	<input checked="" type="checkbox"/>	Seven staff attended
Site team will work with staff to provide collaboration and staff development opportunities.	Sept. 2006 – June 2007	Site Team	All Staff	<input checked="" type="checkbox"/>	
Attend conference in Vancouver, Wash. to enhance instructional practices with in strands, improve assessments, and dev. remediation.	Oct. 10 ,11	Math Department, Site Team	Site Team, Administration	<input checked="" type="checkbox"/>	Attended by four staff who shared w/rest of the dept.
Curriculum adoption specialist will facilitate a workshop for Language Arts staff on mentor texts with an emphasis on informational text.	Oct. 2008	Language Arts Staff, Administration	Administration	<input checked="" type="checkbox"/>	Excellent ideas shared and being used by staff

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	WASL data indicates a gender gap in grade 7 writing, grade 8 reading and all subjects for low income students.				
STRATEGY	Follow CQI process and other relevant training to align curriculum, use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	Achievement gap will close to AYP goals in all categories.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue CQI process for curriculum alignment and instruction based on student needs determined by school data.	Aug. 2007 – May 2008	Administration	Staff	<input checked="" type="checkbox"/>	On going and the foundation for our instructional model
Inquiry instructional methods will be used when possible in science along with new science kits.	Sept. 2007 – June 2008	Science Teachers	Administration	<input type="checkbox"/>	On going
Language Arts staff will participate a book study of <i>Study Driven</i> .	Nov. 2008	Language Arts Staff, Administration	Administration, Site Team.	<input type="checkbox"/>	Moved to March
New math curriculum with additional hands on opportunities will continue to be used this year, with enhanced training by publisher.	October training and continues use during the year.	Math Department	Math Department, Principal, Assistant Superintendent	<input type="checkbox"/>	Test Maker training unavailable; to be scheduled
Peer observations each semester to provide feedback, observe instructional strategies and use of math and language arts.	October – April	Math, Language Arts Staff	Math, Language Arts Staff, Administration	<input type="checkbox"/>	Effective in modeling instructional strategies

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	The district Technology Instruction Task Force developed grade level standards for student knowledge and skills in technology last spring.				
STRATEGY	Focus tech class on grade 8 and train core staff on grade 8 technology standards so students can be taught through a variety of curriculums.				
EVIDENCE OF ACHIEVEMENT	Grade 8 students will meet district technology standards through technology and core classes. Student portfolios and success with district assessments will be reported at the end of the year.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
All grade 8 students will have an identified personal account on the district server. Training on proper use will take place throughout the year.	Accounts established by Oct. 1; training will be on going	Rob Edwards, Shelly Adams, All Staff	Administration and SMS staff	<input checked="" type="checkbox"/>	Grade 8 students have accounts; grade 7 by March
Rob Edwards will represent Stevens on the Technology Instruction Task Force.	Meetings per district calendar	Assistant Superintendent	Administration	<input checked="" type="checkbox"/>	On going
Skyward [®] Gradebook will be used by all staff for recording grades and allow parents to view through Family Access.	Aug. 2008 – June 2009	All Staff	Administration, Site Team	<input checked="" type="checkbox"/>	Parents, students have access.; 85% of parents use
Pilot the identified grade level instructional standards and required assessments for the task force’s review, amendment and final approval.	Sept 2008 – June 2009	Identified Teaching Staff	Administration, District Task Force	<input type="checkbox"/>	
Two additional tech labs and improved classroom accessibility will be established this year.	Sept. 2008 – Jan. 2009	Rob Edwards and SMS staff	Administration and Site team	<input checked="" type="checkbox"/>	Completed and used daily

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Average attendance at PTO is 8 parents. Back to school night, parent-teacher conferences are highly attended.				
STRATEGY	Align programs with PTO to increase attendance, use of school web site and increase parent volunteers.				
EVIDENCE OF ACHIEVEMENT	Number of parents at school events, hits to school web site, use of family access, and volunteers at Stevens.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
With parent input develop informational programs to be shared as part of PTO to increase participation.	PTO meets the third Monday of each month.	PTO, Administration, Teachers	Site Team, Administration, PTO	<input checked="" type="checkbox"/>	One dept. shares w/PTO each quarter; science first
Improved web site with access to Family Access, school events, team newsletters and staff email.	Sept. with monthly updates by tech. club students.	Administration, Rob Edwards	Site Team	<input type="checkbox"/>	On going
Increase parent and community members to the site team.	Sept. 5 – Oct. 31, 2008	All Staff, Administration	Site Team	<input checked="" type="checkbox"/>	Two parents and one community member attend
SLPs, with parent approval, will be created for 7th, 8th grade students not passing WASL.	Nov. 13 – Nov. 17, 2008	Classroom Teachers	Administration	<input checked="" type="checkbox"/>	Completed
Support communication through newsletters, website, email, phone machine and team newsletter.	Sept. 2008 with monthly updates.	Administration, Office Staff, Core Teams, Rob Edwards	Site Team	<input checked="" type="checkbox"/>	On going

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$1,200	Peer observations to provide ideas, feedback and collaboration on methodology of instruction and student engagement.	Language Arts, math and science teams.	<input type="checkbox"/>
\$750	Attendance at the National Science Convention in Portland, Oregon.	Attend the national conventions to enhance knowledge on current trend in science and increase instructional skills.	<input checked="" type="checkbox"/>
\$1,200	Book study (<u>Study Driven</u>) and workshop (Mentor texts) with Krista Chatters.	Book study and workshop to increase reading and writing skills that align with the GLEs and engage students in the learning process.	<input checked="" type="checkbox"/>
\$200	CBA training for language arts staff to learn how to create them for Washington State and U.S. history.	Current staff will mentor and train staff new to the classroom-based assessment process during Wednesday late starts, Learning Improvement Day, or possibly after school.	<input type="checkbox"/>
\$2,000	Math workshop in Vancouver, Washington on October 10, 11 enhancing instruction on individual math strands and differentiating instruction.	Math team.	<input checked="" type="checkbox"/>
\$0			<input type="checkbox"/>

\$4,776 School Staff Development Allocation

✓ Source: School Budget Allocation